

## WEBQUEST RUBRIC

For the WebQuest assignment, you will use PowerPoint to create a WebQuest. This WebQuest will engage your students in a student-centered learning activity (collaborative). The activity will be grounded in the Kentucky Core Content for your class.

The WebQuest PowerPoint should be saved as both a Slideshow and a regular PowerPoint. Both of these are to be placed on the WebQuest page of your wiki using descriptive names.

Using the Bellarmine Lesson Plan Template, you will create a lesson plan for this assignment/WebQuest. The completed Lesson Plan should also be attached (using a descriptive name) to the WebQuest page on your wiki.

	Beginning	Developing	Accomplished	Score
<b>Overall Aesthetics</b> (This refers to the WebQuest page itself, not the external resources linked to it.)				
<b>Overall Visual Appeal</b>	There are few or no graphic elements. No variation in layout or typography.  OR  Color is garish and/or typographic variations are overused and legibility suffers. Background interferes with the readability.	Graphic elements sometimes, but not always, contribute to the understanding of concepts, ideas and relationships. There is some variation in type size, color, and layout.	Appropriate and thematic graphic elements are used to make visual connections that contribute to the understanding of concepts, ideas and relationships.  Differences in type size and/or color are used well and consistently.	
<b>Navigation &amp; Flow</b>	Getting through the lesson is confusing and unconventional. Pages can't be found easily and/or the way back isn't clear.	There are a few places where the learner can get lost and not know where to go next.	Navigation is seamless. It is always clear to the learner what all the pieces are and how to get to them.	
<b>Mechanical Aspects</b>	There are more than 5 broken links, misplaced or missing images, badly sized tables, misspellings and/or grammatical errors.	There are some broken links, misplaced or missing images, badly sized tables, misspellings and/or grammatical errors.	No technical problems noted.	
<b>Introduction</b>				
<b>Motivational Effectiveness of Introduction</b>	The introduction is purely factual, with no appeal to relevance or social importance	The introduction relates somewhat to the learner's interests and/or describes a compelling question or	The introduction draws the reader into the lesson by relating to the learner's interests or goals.	

	<p>The scenario posed is transparently bogus and doesn't respect the media literacy of today's learners.</p> <p>No big question and no role scenario.</p>	<p>problem.</p> <p>No big question or no role scenario.</p>	<p>Poses big question</p> <p>Involves role/scenario</p>	
<b>Task</b> (The task is the end result of student efforts... not the steps involved in getting there.)				
<b>Connection of Task to Standards</b>	The task is not related to core content.	The task is referenced to core content but is not clearly connected to what students must know and be able to do to achieve proficiency of those standards.	The task is referenced to core content and is clearly connected to what students must know and be able to do to achieve proficiency of those standards.	
<b>Cognitive Level of the Task</b>	Task requires simply comprehending or retelling of information found on web pages and answering factual questions.	<p>Task is doable but is limited in its significance to students' lives.</p> <p>The task requires analysis of information and/or putting together information from several sources.</p>	<p>Task is doable and engaging, and elicits thinking that goes beyond rote comprehension.</p> <p>The task requires synthesis of multiple sources of information, and/or taking a position, and/or going beyond the data given and making a generalization or creative product.</p>	
<b>Process</b> (The process is the step-by-step description of how students will accomplish the task.)				
<b>Clarity of Process</b>	Process is not clearly stated. Students would not know exactly what they were supposed to do just from reading this.	Some directions are given, but there is missing information. Students might be confused.	Every step is clearly stated. Most students would know exactly where they are at each step of the process and know what to do next.	
<b>Scaffolding of Process</b>	<p>The process lacks strategies and organizational tools needed for students to gain the knowledge needed to complete the task.</p> <p>Activities are of little significance to one another and/or to the accomplishment of the task.</p>	<p>Strategies and organizational tools embedded in the process are insufficient to ensure that all students will gain the knowledge needed to complete the task.</p> <p>Some of the activities do not relate specifically to the accomplishment of the task.</p>	<p>The process provides students coming in at different entry levels with strategies and organizational tools to access and gain the knowledge needed to complete the task.</p> <p>Activities are clearly related and designed to take the students from basic knowledge to higher level thinking.</p>	
<b>Relevance &amp; Quantity of Resources</b>	Resources provided are not sufficient for students to accomplish the task.	There is some connection between the resources and the information needed for students to accomplish the task. Some resources don't add anything new.	There is a clear and meaningful connection between all the resources and the information needed for students to accomplish the task. Every resource carries its weight.	

	OR  There are too many resources for learners to look at in a reasonable time.			
<b>Quality of Resources</b>	Links are mundane. They lead to information that could be found in a classroom encyclopedia.  Links are not appropriate.	Some links carry information not ordinarily found in a classroom.  OR  Links are not appropriate.	Links make excellent use of the Web's varied resources.  Varied resources provide enough meaningful information for students to think deeply.  Links are appropriate.	
<b>Evaluation</b>				
<b>Clarity of Evaluation Criteria</b>	Criteria for success are not described.  Not a rubric.	Criteria for success are at least partially described in a rubric.	Criteria for success are clearly stated in the form of a <u>rubric</u> .  The evaluation instrument clearly measures what students must know and be able to do to accomplish the task.	
<b>Conclusion</b>	Does not summarize what the learners will have accomplished or learned by completing this activity or lesson.  Does not include some rhetorical questions or additional links to encourage them to extend their thinking into other content beyond this lesson.	Summarizes what the learners will have accomplished or learned by completing this activity or lesson.  OR  Include some rhetorical questions or additional links to encourage them to extend their thinking into other content beyond this lesson.	Summarizes what the learners will have accomplished or learned by completing this activity or lesson.  Include some rhetorical questions or additional links to encourage them to extend their thinking into other content beyond this lesson.	
<b>Teacher Page</b>	On this page you should have the following: <ul style="list-style-type: none"> <li>• Grade Level</li> <li>• KY Core Content Covered in WebQuest</li> <li>• How Your WebQuest Met KYTS 6</li> <li>• How Your WebQuest Met NETS*T</li> </ul>			
<b>Total Score</b>	*This rubric was modified from rubric on Bernie Dodge's site: <a href="http://webquest.sdsu.edu/webquestrubric.html">http://webquest.sdsu.edu/webquestrubric.html</a>			